School to Work
CREATING FUTURE PATHWAYS

Vocational Learning in

Personal Development, Health and Physical Education

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

Vocational Education in Schools Directorate

Vocational Learning in Personal Development, Health and Physical Education

"When students leave school, they should have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning".

Adelaide Declaration on National Goals for Schooling in the Twenty-First Century (1999)

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Acknowledgements

The Vocational Education in Schools Directorate acknowledges the work of all contributors who provided advice and material that helped shape the content of this resource.

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Level 1, 1 Oxford Street
Darlinghurst NSW 2010

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(Vocational Education in Schools Directorate) 2005

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ISBN 0731384075
SCIS 1213498

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1. Vocational and Enterprise Learning in Personal Development, Health and Physical Education

"Career building skills should not be taught as a separate subject but should be integrated with other curriculum subjects, such as maths, history ... Why are we learning these subjects if not to prepare for the rest of life? Let's put a context around these subject areas that adds greatly to the learning experience."

Phil Jarvis (2002)
Vice-President, Canadian Work/Life Centre

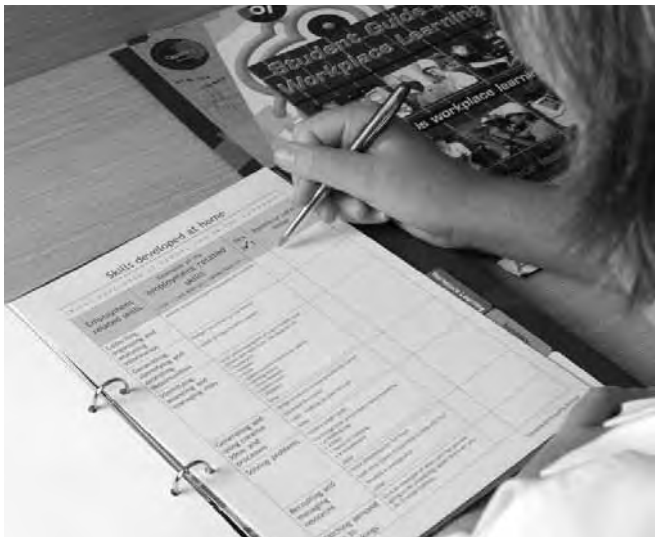
1.1 Introduction

Vocational learning is learning that addresses broad understandings of the world of work and develops in young people a range of knowledge, skills, competencies and attributes relevant to a wide range of work environments. Vocational learning provides students with the opportunity to make connections between school and the world beyond it.

Vocational Learning in Personal Development, Health and Physical Education (PDHPE) is a curriculum support tool for secondary school teachers within the PDHPE key learning area. This resource supports teachers in implementing the PDHPE Years 7-10 and Stage 6 syllabuses to identify and provide a range of opportunities for students to articulate the relevance of their curriculum learning to personal growth and future careers.

Vocational Learning in Personal Development, Health and Physical Education also provides teachers with information and teaching strategies to support the implementation of the *Employment Related Skills Logbook*.

This booklet updates the existing *Vocational Learning in Personal Development, Health and Physical Education* booklet provided to teachers in 2003.



1.2 *School to Work: Creating Future Pathways 2005-2007*

School to Work: Creating Future Pathways extends and builds on the successes of the *School to Work Program* implemented between 1999-2003 as part of the NSW Government commitment to support students in transition from school to post-school education, training and employment destinations.

School to Work: Creating Future Pathways recognises the impact on young people's life decisions in a world where ideas about work and practices in the workplace are changing rapidly. Students need to develop employment related skills and enterprising attributes that can be applied to a range of jobs and careers, and to be prepared to engage in lifelong learning.

School to Work focuses on four priority areas:

- Planning Transition Pathways
- Exploring Career Futures
- Strengthening Student Outcomes through Vocational Learning
- Building Networks and Connections.

1.3 Enterprise learning in Personal Development Health and Physical Education

Enterprising students possess the drive and commitment to identify, initiate, be resourceful and manage activities that are real and relevant to them both within school and the wider community. Enterprise learning develops students' personal and employment related attributes including the ability to be innovative and to successfully manage change.

The Enterprise Education Action Research (EEAR) project funded by the Australian Government (2002/2004) highlighted that ... *the focus of enterprise education should be on students' learning as enterprising people, rather than on activity alone.*

Therefore, students will be encouraged to be enterprising when they are provided with opportunities of:

- **Student ownership** – students are given opportunities to have greater control of the learning experience rather than having decisions made for them – for example, negotiating tasks and related assessment criteria. This involves making the learning environment as real as possible so that students will become actively involved in and own what is occurring.
- **Experiential learning** – activities that allow students to learn by 'doing' both inside and outside the classroom. This will combine classroom learning and participation in the broader school community.
- **Cooperative learning** – students learn with and from each other including working in teams both inside and outside school boundaries. This includes the ability to exercise personal and shared responsibility, rather than being dependent on the teacher to solve problems and resolve issues.
- **Reflective practice** – opportunities for evaluation need to be built into the learning outcomes of the activity so students learn from their experiences.

In this respect, enterprise learning is not something new but something that needs to be made **more explicit** to students as they are learning, and needs to be **integrated into normal classroom practice**. In this way, students will be able to apply their wider school learning to real life situations thus making learning more authentic, relevant and engaging.

Effective partnerships between schools, parents, local business and industry are a key factor in the success of enterprise learning. The support and engagement of business and communities provide students with the opportunity to put their enterprising skills into practice.

Examples of enterprise learning in PDHPE courses could include students:

- planning, organising and running events in sport or dance
- operating a practice firm mentored by a sporting events organiser
- operating a practice firm that develops websites for local sporting teams
- conducting and publishing a survey of student dietary habits
- compiling a community calendar of local sporting events
- undertaking the *Young Achievement Australia Business Enterprise Program* involving student teams forming companies to market goods and services related to health and fitness
- implementing a volunteer project involving working with primary school students on fitness or safety

- raising money for PE equipment by providing a commercial service to staff and students – for example, measuring blood pressure after exercise on a walking machine
- operating a commercial gym or exercise enterprise
- producing a health manual/recipe book
- providing fitness activities/courses for school and community members.

List some examples of enterprise learning that your students are involved in/could be involved in:

My students are involved in/could be involved in:

Further information and student activities are provided in the *Employment Related Skills Logbook*.

1.4 Quality teaching in NSW public schools

Vocational Learning in Personal Development, Health and Physical Education assists teachers to improve student outcomes by supporting the *Quality teaching in NSW public schools* model of pedagogy. It provides teachers with ideas, approaches, tools, resources and support materials that promote high levels of **intellectual quality**, a high **quality learning environment** and **significance** by connecting students with authentic learning contexts.

1.5 Assessment for learning

Vocational Learning in Personal Development, Health and Physical Education provides support for teachers to plan and implement effective assessment for learning strategies. This includes the use of contemporary assessment strategies which are evidence-based and which help make learning more meaningful and important to students.

Student self-assessment and peer-assessment opportunities are encouraged through the use of tools such as the *Employment Related Skills Logbook* and activities from *The Real Game Series,* for example. Also encouraged are assessment strategies that involve authentic learning contexts that connect students with their world. Such strategies could include enquiry-based research assignments and projects and fieldwork activities involving students in work-based and community-based learning.

1.6 Vocational learning syllabus links in the PDHPE curriculum

1.6.1 *Work, Employment and Enterprise* in the PDHPE Years 7-10 syllabus

The NSW Board of Studies has included cross-curriculum content and student learning outcomes for *Work, Employment and Enterprise* in all new Years 7-10 syllabuses, including PDHPE. By addressing *Work, Employment and Enterprise* content, PDHPE teachers can assist students to develop important knowledge, understanding, skills, values and attitudes about work, employment and the workplace. Students can also be encouraged to engage with enterprise, service, community and work-based learning opportunities. *Vocational Learning in Personal Development, Health and Physical Education* supports PDHPE teachers in addressing these syllabus outcomes.

1.6.2 *Key Competencies* in the PDHPE Years 7-10 syllabus

Key Competencies are generic competencies essential for effective participation in existing and emerging learning for future education, work and life. They are embedded in the NSW Board of Studies PDHPE Years 7-10 syllabus.

The *Key Competencies* are:

- analysing and organising information
- communicating ideas and information
- planning

List continues overleaf

- working with others and in teams
- working mathematically
- solving problems
- working with and learning a range of technologies.

1.6.3 *Key Competencies* in the PDHPE Stage 6 syllabus

The *Key Competencies* embedded in the PDHPE Stage 6 syllabus to enhance student learning are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques (epidemiological and physiological data analysis)
- using technology
- solving problems.

1.6.4 Vocational learning outcomes in PDHPE Stage 6

PDHPE Stage 6 supports vocational learning outcomes by:

- emphasising the development of skills that enable students to translate knowledge, understanding and beliefs into action, including the ability to:
  - research, inquire and question in order to facilitate transfer of learning in a changing society
  - define issues, identify and consider outcomes of possible solutions
  - choose, implement and evaluate courses of action
  - resolve conflict, assert rights and access social support
- providing a direct link with study and vocational pathways in the areas of recreational, paramedical, movement and health sciences
- encouraging personal growth, the enhancement of wellbeing and the development of the individual's capacity to take a productive role in society sciences.

2. Employment Related Skills in the Classroom

"People will have a portfolio, individually managed careers … Employees will also have to cultivate more transferable skills … and be constantly re-training."

Dr Jim Bright, University of NSW (2004)

2.1 Employment related skills

Employment related skills are generic skills which are transferable to the ever-changing work environment. These skills are developed throughout a person's life and in multiple settings, including work and life settings and educational contexts. Nine skills have been identified in the *Employment Related Skills Logbook*. They are:

Self-management	**Communication**	**Problem solving**
Initiative and enterprise	**Teamwork**	**Technology**
Learning	**Planning and organising**	**Cross-cultural understanding**

Employment related skills are highly valued by employers. Education programs that emphasise these skills offer students a comparative advantage in the labour market. These skills also support young people in becoming active citizens in their community.

Each teacher has a role to play in helping young people develop their employment related skills. For more information, the guide *5.1 Employment related skills and their elements* has been developed to support classroom teachers in identifying the employment related skills students are able to demonstrate by participating in curriculum activities.

2. Employment Related Skills in the Classroom

2.1.1 Identifying employment related skills – a questionnaire for teachers

Are you already teaching employment related skills in the classroom?

Students gain a variety of employment related skills in every subject. Complete this questionnaire to identify employment related skills you are already teaching to your students.

Do your students develop any of these skills in your classroom?
Tick and add to the list below.

Self-management

(✓) Are you teaching your students to:

- ❑ have clear personal goals and strategies
- ❑ be task-orientated and outcomes focused
- ❑ show interest, initiative and effort
- ❑ seek advice and support when required
- ❑ be pro-active in career planning, time management and setting challenges.

Initiative and enterprise

(✓) Are you teaching your students to:

- ❑ identify opportunities
- ❑ develop a strategic, creative, long-term vision
- ❑ show independence and initiative in identifying problems and solving them
- ❑ enjoy the challenge of new experiences.

Learning

(✓) Are you teaching your students to:

- ❑ learn in any setting
- ❑ identify and access learning sources and opportunities
- ❑ use a range of mediums to learn including mentors, peers, networking and information technology
- ❑ acknowledge the need to learn in order to accommodate change.

Communication

(✓) Are you teaching your students to:

- ❑ speak to a group confidently
- ❑ speak and write in another language
- ❑ follow verbal instruction
- ❑ select the appropriate communication form and style
- ❑ use verbal and non-verbal modes of communication.

Teamwork

(✓) Are you teaching your students to:

- ❑ understand how to operate in teams
- ❑ recognise and respect people's diversity, individual differences and perspectives
- ❑ establish group goals
- ❑ manage and resolve conflict when appropriate.

Planning and organising

(✓) Are you teaching your students to:

- ❑ take initiative and make decisions
- ❑ manage time and priorities
- ❑ establish clear project goals and deliverables
- ❑ collect, analyse and organise information, using appropriate methods.

Problem solving

(✓) Are you teaching your students to:

- ❑ anticipate, identify, clarify and frame problems
- ❑ develop and explore practical solutions
- ❑ analyse and assess information and situations
- ❑ implement solutions.

Technology

(✓) Are you teaching students to:

- ❑ gain a range of basic information technology skills
- ❑ manage and use technology
- ❑ understand the social implications of technology.

Cross-cultural understanding

(✓) Are you teaching your students to:

- ❑ understand and respect cultural and community diversity
- ❑ work with people of different ages, gender, race, religion
- ❑ show respect and concern for others
- ❑ interact with sensitivity and empathy.

2.1.2 Examples of employment related skills developed in PDHPE Stages 4, 5 and 6

Students gain a variety of valuable employment related skills in every subject they study. Here are some examples of employment related skills developed by students studying PDHPE courses in Stages 4-6.

Employment Related Skills	Students can … /Students are able to … /Students know how to …
Self-management Ability to take responsibility for setting and achieving personal goals	• set goals and priorities balancing work and personal life • build and maintain a positive self-image for confidence • show personal and professional management in all aspects of life, including health and fitness • develop competence in managing personal and emotional relationships • show interest, initiative and effort.
Initiative and enterprise Ability to seek/take advantage of opportunities	• identify initiatives not obvious to others • explore beyond existing boundaries to identify initiatives and learn from others • willing to take risks and learn from mistakes • enjoy the challenge of new experiences.
Learning Ability to achieve new skills and/or knowledge	• assess personal strengths and areas for development • willingness and ability to manage and achieve personal learning plans • willingness to be open to new ideas and techniques • contribute to the learning community in which they belong.
Communication Ability to express and understand information	• listen effectively and ask questions to understand and appreciate the point of view of others • recognise purpose of communication and the needs of the audience • share ideas and information using a range of information and communication skills • have knowledge and confidence in their own ideas and vision and be able to articulate these • establish and use networks.
Teamwork Ability to work effectively with others to get things done	• recognise and respect people's diversity, individual differences and perspectives • understand how to operate in teams • understand their own capacity for filling different team roles • identify the strengths of team members • respect, be open to and supportive of the thoughts, opinions and contributions of others in the group.

2. Employment Related Skills in the Classroom

Employment Related Skills	Students can … /Students are able to … /Students know how to …
Planning and organising Ability to coordinate and prioritise tasks and resources	• manage time and priorities, setting timelines, coordinating self and others • develop a range of techniques to locate, gather, assess and organise information using appropriate technology and information systems • read and understand information presented in a variety of forms (eg words, graphs, charts, diagrams) • take initiative and make decisions • vary and adjust approach or style according to situational demands.
Problem solving Ability to identify problems and develop solutions	• develop and explore practical solutions • analyse and assess information and situations quickly • apply risk management • seek different points of view and evaluate them based on facts • evaluate solutions to make recommendations or decisions • maintain an open mind.
Technology Ability to use appropriate technologies to complete tasks	• have a range of basic information technology skills • apply occupational health and safety knowledge and practice to the use of technology • understand the social and ethical implications of technology and critically evaluate them • understand the role of technology in the modern world in leisure and work.
Cross-cultural understanding Ability to respect diversity and act without discrimination	• understand and respect cultural and community diversity, in local, national and global contexts, and why these should be valued • demonstrate an appreciation of the rights and responsibilities of individuals, groups and organisations within local, national and global contexts • show respect and concern for people and value everyone regardless of culture or status • identify how individuals and groups are interdependent on others • interact with sensitivity, empathy and tolerance • work with others to achieve common goals which reflect equity and social justice • recognise Australia's Aboriginal heritage and social and cultural heritage • understand and overcome stereotypes in life and work.

2.1.3 Sample unit of work annotated with employment related skills

As you can see from completing the previous questionnaire, you are already teaching employment related skills in your classroom. The next step is to make it explicit in your current teaching programs. A simple way to start is to annotate a current teaching program with employment related skills. Overleaf is a sample unit and assessment activities provided by the NSW Board of Studies showing annotated employment related skills for you to use as a guide.

5.4 Sample Unit 4: Risky business (10.4) Year: 10
Unit length: 8–9 lessons

Major outcomes
A student:
5.6 – analyses attitudes, behaviours and consequences related to health issues affecting young people
5.7 – analyses influences on health decision-making and develops strategies to promote health and safe behaviours
5.12 – adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
5.15 – devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
5.16 – predicts potential problems and develops, justifies and evaluates solutions.

Contributing outcomes
5.1 – analyses how they can support their own and others' sense of self
5.11 – adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations

Learn about	Learn to	Teaching learning and assessment activities	Evidence of learning	Feedback
- influences on health decision-making and behaviour	- recognise that health decisions and risk behaviours are not simply an individual responsibility but are shaped by a range of influences - analyse the range of influences that impact on an individual's ability to behave in healthy and safe ways in relation to: • mental health • drug use • sexual health • road use	• **Brainstorm and discussion**: students brainstorm unsafe behaviours of young people, eg travelling in a crowded motor vehicle and not wearing a seatbelt. Teacher prompts discussion with questions including: - in what context does risk behaviour often occur? - is all risk behaviour negative? - what factors pressure young people to engage in risk behaviours? - explain why some of these influencing factors may be difficult to control. • **Personal reflection**: students recall experiences in their lives where they have engaged in unsafe behaviour. They reflect on: - the factors that influenced their decisions/behaviour - the possible consequences that may or may not have resulted - what alternatives were available in the circumstances - how they would behave if they found themselves in a similar situation. Students may volunteer to share their experiences, but the purpose of the activity is personal reflection. • Ⓐ **Media review**: locate, analyse and report on magazine articles or TV programs to determine how they influence young people's health behaviour. Debate the degree to which the media create an image of 'acceptable' behaviour for young people in respect to drug use, sexual health and road use.	Communication Demonstrate an understanding of risk behaviour, the factors that can influence it and the degree of control young people have over those influences. Learning Self-management Verbal responses demonstrate students' ability to interpret media messages and [illegible] of young people. Planning and organising	Self-evaluation and reflection on [illegible] experiences [illegible] these [illegible] them [illegible] themselves safe in the future. The teacher provides verbal feedback that ensures students can discern images and messages based [illegible] stereotypes.

2. Employment Related Skills in the Classroom

Learn about	Learn to	Teaching learning and assessment activities	Evidence of learning	Feedback
- the interdependence between a sense of self and health and wellbeing - mental health - drug use - empowering individuals and communities - sexual health	- analyse how a positive sense of self can influence behaviour in social contexts relevant to young people - examine the consequences of alcohol use on the individual and community - describe the short-term effect and long-term consequences of illicit drug use on the individual and community - propose and evaluate strategies that take into account influences on health decision-making and support young people to behave in healthy and safe ways - identify and evaluate safe sexual health practices, including methods of contraception	• **Case studies**: through case studies/scenarios students explore the relationship between mental health and risk behaviour (eg low self-worth as opposed to positive and confident). Students explain how a positive sense of self can contribute to healthy and safe decisions and behaviours. Students propose strategies that could be adopted to strengthen confidence and self-esteem and reduce the likelihood of risk behaviours. • **Video**: *The Party* (*Rethinking Drinking* resource). Using the video as stimulus, identify and discuss the consequences of alcohol use on relationships and sexual behaviour. Discuss how an individual's sense of self has influenced their behaviour at the party. • **Mind map**: construct a mind map of the possible consequences that each of the people who came to harm in the video may experience. Identify what the consequences could have been if the party was supervised. • **Class discussion**: discuss the potential for illicit drugs to influence a young person's decisions and behaviour in circumstances similar to those detailed in the video. • Ⓐ **Alternative scenarios**: Identify situations in the video where someone could have intervened to maintain the safety and wellbeing of others. Discuss the barriers that may prevent young people from acting in this way. Take a scene from the video and write a short alternative script based on a successful intervention by an individual or group. • **Role-play**: students devise and perform role-play situations that require them to be assertive and take appropriate action to avoid illicit drug use. • **Card sort**: students brainstorm risk behaviours and harms related to sexual health. They then work in small groups to read through a range of safe and unsafe sexual health behaviours. Students distinguish between those that are safe and those that are unsafe. Compare their choices with other groups and justify their selections.	Students' written responses to questions developed from case studies/scenarios reveals their understanding of the relationship between a sense of self and healthy decisions and behaviours. Communication Problem solving Verbal responses in discussion and written scripts indicate students' understanding of strategies that can be used to support themselves and others in potentially risky situations. Teamwork Self-management	Teacher verbal feedback emphasises the influence of a positive sense of self on avoiding risk behaviour and promoting the safe behaviour of others. Peer feedback focuses on the intervention strategies that could have been adopted by young people at the party and the barriers that exist. Peer feedback assists students to clarify the risk associated with sexual behaviours.

Learn about	Learn to	Teaching, learning and assessment activities	Evidence of learning	Feedback
- sexual health (cont)	- analyse how sexual attitudes, behaviours and sexuality are influenced by gender expectations and assumptions	• **Discussion:** why would some young people engage in unsafe sexual health behaviours? Students identify from their cards (previous activity), sexual health behaviours that a person may engage in under the influence of alcohol, other drugs or as a result of pressure from a partner or peers.	Communication	Teacher verbal feedback reinforces the social and emotional harm that can result from unsafe sexual behaviour.
- recognising and responding to abusive situations	- identify situations – such as in a crowd, at a party, going out with others in cars, at work – in which forms of abuse may occur and suggest possible protective strategies	• **Planning to be safe** – in pairs students develop plans to avoid engaging in unsafe sexual behaviours by examining strategies to reduce effects of alcohol, other drug use or pressure on their sexual behaviour. They explore protective strategies that can be used to prevent unwanted sexual contact and/or violence while on a date.	Written plans demonstrate understanding of factors that influence unsafe sexual behaviour and the range of protective strategies that could be used.	Planning and organising Problem solving
- influences on health decision-making and risk behaviours	- analyse the range of influences that impact on an individual's ability to behave in healthy and safe ways in relation to: • mental health • drug use • sexual health • road use	• Ⓐ **Case study – risky business**: students examine a beach party scenario and assess risk, predict potential harms and devise strategies/plans to keep themselves and others safe. This activity is developed further on page 47.	Written responses to questions based on the case study indicate a student's understanding of the factors influencing risk behaviour, the consequences of risk behaviour and the strategies that could be adopted to promote safety and wellbeing.	Written feedback is provided by the teacher according to the assessment guidelines (page 47).
- empowering individuals and communities	- propose and evaluate strategies that take into account influences on health decision-making and support young people to behave in healthy and safe ways			

2. Employment Related Skills in the Classroom

Students learn about	Students learn to	Teaching, learning and assessment strategies	Evidence of learning	Feedback
- road safety	- propose and present strategies designed to promote safe road use attitudes and behaviours	• **Peer teaching**: in small groups, students research laws, policy and strategies relating to driving risk behaviour (eg speeding, drink driving, seatbelts, fatigue) and describe how this has impacted on driving attitudes and behaviour. Students are reorganised into groups to include an 'expert' from each research area. The 'experts' then report back and explain their findings to the rest of their new group.	Teacher observation of group work indicates students' understanding of the impact of different strategies of road safety.	
		• **Have you ever**: students sit in a circle with one in the middle. The teacher states a range of road safety scenarios, eg 'have you ever been in a car with a driver who has been drinking?', 'have you ever been a passenger in an overcrowded car and not worn a seatbelt?'. Students who have been in the situation must change seats with another student who has also been in that situation. The aim is not to be caught in the middle. At the conclusion of the activity the teacher prompts discussion with questions including: - were you surprised by the number of students who had placed themselves at risk on the road? - what influences young people to engage in these behaviours? - to what degree do young people consider the possible consequences ?		The teacher provides verbal feedback that highlights the rate of young people in road accidents and directs students to explore the link between a sense of self and dangerous road behaviours, eg showing off, road rage, impatience.
- empowering individuals and communities	- propose and evaluate strategies that take into account influences on health decision-making and support young people to behave in healthy and safe ways	• **Physical continuum**: students are given different cards with a specific coping strategy and need to make a decision about how effective it would be in different situations. Students move between 'very useful', 'useful' and 'not very useful' depending on the situation given and their feelings and attitudes about the strategy.	Students' actions and verbal responses demonstrate their ability to evaluate coping strategies in different contexts.	
		• **Group work**: students reflect on their experiences through this unit and in small groups design a set of 'safety principles' to promote the safety and wellbeing of themselves and others in potentially risky situations, eg look out for each other, stay in control.	Through the development of written safety principles students [illegible] of themselves and others.	Personal reflection on those strategies that they feel will prove useful to them in future social contexts.

Teamwork Learning

2.2 *The Employment Related Skills Logbook*

The Employment Related Skills Logbook is a central element of the NSW Government's *School to Work: Creating Future Pathways*. This logbook has been developed as a means of enhancing students' understanding of the employment related skills they are developing at school and in the community throughout their school years and recording their individual school to work transition planning.

The logbook is a:

- planning tool for students to document employment related skills
- tool for teachers/schools to monitor a student's personal growth and responses to their current learning and future choices
- source of vocational and enterprise learning activities
- source of career/transition references
- tool that encourages students to self-manage their personal career journey
- storage folder for certificates and other important documents
- resource to help students prepare a résumé
- useful tool for schools to use when writing school leaver references.

A CD-ROM is provided in each logbook which contains electronic templates of all pages, allowing teachers and students to print off additional pro-formas and edit pages to suit students' needs.

The Employment Related Skills Logbook is a flexible resource for students to collect evidence and document their vocational learning experiences. Each logbook will vary in its collection of content as each individual student has different ideas and aspirations for their future. Ideally, the logbook should be a mix of teacher-directed materials and evidence of student's self-managed transition planning and skills development.

2.2.1 Why use the logbook?

Use of the logbook is consistent with the key directions of the Board of Studies *K-10 Curriculum Framework* and new syllabuses. It is a tool which supports the implementation of the *Work, Employment and Enterprise* cross-curriculum content statement in all new Years 7-10 syllabuses.

The logbook:

- provides teachers with a practical tool for engaging students in self-assessment and peer-assessment, which are features of the new Years 7-10 syllabuses. Such exemplary assessment practices provide opportunities for students to assume responsibility for their own learning which provides a sound basis for personalised learning.
- supports teachers in implementing vocational learning across all Stage 5 and 6 key learning areas in line with the *Key Competencies.*
- supports the *Quality teaching in NSW public schools* model by enabling classroom teachers to demonstrate to students how their subject develops the skills needed for life after school. It enhances the relevance of all activities students participate in during their school years both inside and outside the classroom.
- addresses the demand from employers worldwide for young people to develop generic work skills.
- supports contemporary career development practice, which encourages all individuals to develop the capacity to self-manage their careers from a young age.

2.2.2 What's new in the 2005 logbook?

The logbook has been updated to reflect feedback provided by schools. Below is a list of the major changes:

- **Revised employment related skills for Years 9-12**
  The new employment related skills are based on the Employability Skills Framework developed by a project that gathered the views of industry on the critical generic skills required to facilitate employability in Australian workplaces.
- **A description of each skill and how it is demonstrated in the classroom context**
  It is crucial that students have the ability to articulate how they have demonstrated these skills throughout their school and community experiences.
- **New enterprise learning section**
  Activities in this section centre on enterprising attributes and students identifying those attributes within themselves.
- **Revised log sheets**
  The new format allows students to describe the learning experience, identify employment related skills, record examples of how skills were demonstrated and then reflect on the activity or process. The new format assists students to self-manage the process.
- **Improved student instructions and activities**
  Instructions allow students to complete activities independently and self-manage the use of the logbook away from school. Of particular interest are the step-by-step instructions for using the Summary section.
- **Graphics to enhance appeal to students**
  The revised pages are visually appealing for students and show a mix of illustrated pages and plain pages.
- **Introduction section renamed Student section**
  Student section better reflects the focus on providing students with activities relating to self and career exploration to enable them to plan for their futures.
- **CD-ROM supplied with each logbook**
  All templates are provided in Microsoft Word format.
- **New press binder fitting to fasten the Résumé Section.**

2.2.3 *The Employment Related Skills Logbook* overview

The Employment Related Skills Logbook content is designed to encourage students to identify and record their vocational learning experiences. There are eight sections of the logbook which are: Student, Classroom, School & Community, Workplace Learning, Enterprise Learning, Summary, Blank and Résumé. The overview below provides teachers with information regarding the intention of each section and includes suggested strategies for use and guides to facilitation.

Student Section	
Overview	**Who?**
• Contains activities relating to self and career exploration. This section can be used by schools to monitor students' progress with their current learning and its relevance to future choices. • Students can use this section to file research materials and activities regarding their planning processes for their futures. • The Student Section can also be used in careers lessons.	May be facilitated by: • members of the School to Work team • Year adviser • careers adviser.
What's in the Student Section?	**Suggested strategies for using the Student Section**
This Is Me Now activity	An activity for students to reflect on their current life situation and where they would like to be in the future. It is a starting point for students in their school to work planning.
Career research activity using the *myfuture* website	An introduction to the website **www.myfuture.edu.au.** Printed sheets from the *My Guide* section of the website can be stored in the Student Section of the logbook (eg *My Summary*).
Action Plan for students to familiarise them with the process of goal setting	The Action Plan is designed for students to complete at the start of a year, semester, term, week or day. It's a flexible activity that can assist students in their planning processes. There is also an Action Plan in the *My Guide* section of **www.myfuture.edu.au** under *Planning*.
Tracking Sheets for Years 9-12	The Tracking Sheets can be used for school-based tracking, school to work interview processes and student's personal use. The preliminary and HSC Tracking Sheets also monitor subject selection to align with NSW Board of Studies requirements.
Exit Plan for school leavers	The Exit Plan can be worked through with a student who is thinking of leaving or will be leaving school. Designed to be completed and actioned in the last few weeks of school. Students can also file their Student Feedback Report from the *School to Work Program Student Survey* in the Student Section.

2. Employment Related Skills in the Classroom

Classroom Section	
Overview	**Who?**
Introduces the process of logging employment related skills (ERS). The Classroom Section enables teachers to incorporate vocational learning outcomes into their lessons.	• Facilitated by Key Learning Area (KLA) teachers. It is intended that classroom teachers incorporate the process of logging ERS into their teaching programs. • KLA teachers have discretion as to the frequency of logging ERS in their lessons.
What's in the Classroom Section?	**Suggested strategies for using the Classroom Section**
Employment related skills in the classroom for Years 9-12	Definitions for each of the ERS to enhance students' understanding of what they mean. This page can be a reference to assist in completing log sheets.
Activities and examples of employment related skills in the classroom for Years 9-12	Teacher and student examples of how to document ERS demonstrated by students in the classroom. They are preliminary activities and sources for logging ERS.
Sample classroom log sheet	A worked example to assist students in understanding how to log ERS developed in their courses.
Classroom log sheets	Used by students to log the ERS learned in the classroom. Students reflect on the Classroom Activity, Topic, Assignment or Unit then document how three ERS were demonstrated. Students can also reflect on the learning experience.
Computing skills student/teacher assessment	This is a checklist of the skills that students would be expected to display as a result of the ICT cross-curriculum content statement in all new Years 7-10 syllabuses. It assists KLA teachers to determine the extent to which ICT content is addressed in their programs. The resource *ReCaP* provides many student activities on employability skills which align with ERS outlined in the logbook.

School & Community Section	
Overview	**Who?**
• This section gives students the opportunity to record and document their participation in activities outside the classroom and log the employment related skills (ERS) developed in those activities. • It is assumed that students have worked through the Classroom Section and are familiar with the process of logging ERS. The intention is for students to be confident to self-manage logging their ERS for school and community activities.	May be facilitated by: • classroom teacher • careers adviser • Year adviser • School to Work team member.
What's in the School & Community Section?	**Suggested strategies for using the School & Community Section**
Summary of participation and achievements	A checklist for students to list the school and community activities that they have participated in. It may also prompt students to become involved in activities that they may not have thought of.
School & Community log sheet	Same format as the Classroom log sheet. See notes under Classroom log sheet.

Workplace Learning Section	
Overview	**Who?**
• This section gives students the opportunity to focus on the ERS developed through workplace learning experiences. • The intention is for students to work through this section at the time of participation in workplace learning.	May be facilitated by : • careers adviser • VET teacher • School to Work team member.
What's in the Workplace Learning Section?	**Suggested strategies for using the Workplace Learning Section**
Examples of workplace learning	This page is to prompt discussion regarding examples of workplace learning. It includes a list of personal attributes that employers seek in employees as well as providing examples of ERS gained from workplace learning.
Workplace learning research	This activity is designed to assist students to make informed decisions about their workplace learning and focus on what they would like to get out of the experience.
Workplace learning log sheet	Similar to other log sheet pro-formas. This sheet incorporates details of the employer and workplace.

Enterprise Learning Section	
Overview	**Who?**
A new section in the 2005 version of the mainstream logbook. This section highlights the value of authentic learning through enterprise education. It also provides activities and links to many useful resources and programs. This section may also house other worksheets/information/resources relating to enterprise learning. **Note:** Section 5 of the resource *ReCaP* contains a section on enterprise learning and activities that could be used in conjunction with those in the logbook.	May be facilitated by: • KLA teachers • careers advisers • School to Work coordinators • students, who may take the initiative to research enterprise activities and programs themselves and participate.
What's in the Enterprise Learning Section?	**Suggested strategies for using the Enterprise Learning Section**
An enterprising person	A series of attributes that contribute to an enterprising person. This page can be used to discuss the nature of enterprise learning.
Enterprise profile	A research activity for students to understand the attributes and qualities of an enterprising person. The profile prompts students to write about the person's job/role and look at all the varied activities the person is involved in. Students can use the internet or interviews to compile the relevant information.
Student enterprise survey	The survey was designed as an assessment tool through the *Enterprise Education Research Project* (DEST 2004). Students can complete the questionnaire to assess their enterprising attributes so they gain an insight into their strengths and areas for development.
Enterprise survey evaluation	The survey evaluation is an opportunity for students to look at their responses from the survey and reflect on their strengths and areas for development.
Project based enterprise learning	A project based enterprise learning activity.
Enterprise activities	Examples of enterprise learning activities sorted by KLA.
More enterprise activities	Enterprise web site resources.
Enterprise learning log sheets	Students use these sheets to log their employment related skills demonstrated through enterprise learning activities.

Summary Section	
Overview	**Who?**
This section allows students to summarise their employment related skills (ERS) by collating skills from all their log sheets.	May be facilitated by: • careers adviser • VET teacher • School to Work team member.
What's in the Summary Section?	**Suggested strategies for using the Summary Section**
Summary of employment related skills	These pages are for students to collate their ERS from all completed log sheets. This process will enable students to create a dossier of ERS to be used in the preparation of résumés, applications for jobs or for further education.
Blank Section	
Overview	**Who?**
The Blank Section is an area for students to file additional activities related to their transition planning. These may include: • specific vocational learning classroom activities • logbook assignments and or homework • work for *The Real Game* series • **www.myfuture.edu.au** research or • any careers related research. The statement page after the cardboard tab is meant to be taken out once the space is used. Students can write the title of this section on the cardboard tab.	This section may be student or teacher managed.

myfuture
Australia's career information service
myfuture.edu.au

the Real game series™

Résumé Section	
Overview	**Who?**
The Résumé section helps students write a résumé and compile their portfolio.	May be facilitated by: • KLA teacher • careers adviser • Year adviser.
What's in the Résumé Section?	**Suggested strategies for using the Résumé Section**
Tips for setting out a résumé/portfolio	This page outlines a few tips for students as a starting point for discussion on how to plan or write a résumé. For further information students can log on to **www.myfuture.com.au**.
Résumé cue cards	These are designed to be cut up into squares and are "reminders" for where documents are to be filed in the future. These pages are a guide to help students write their résumé. Students should be encouraged to look at different types and formats of résumés to create an individual document.

2.2.4 Models of logbook implementation in schools

There is no single or preferred model for implementation of the *Employment Related Skills Logbook* as each school responds to the diverse needs of their students.

Ultimately, the goal is for students to be competent self-managers of their career path and planning and this would include, as a key element, effectively using and managing the logbook. The guidance and support of teachers in this process is critical to individual student success.

The models below indicate how the logbook is currently being managed by schools.

MODEL 1	The classroom unit is taught to students through a variety of learning and assessment strategies. Logging of employment related skills is completed at the end of the unit and the log sheet is filed into the logbook.
MODEL 2	Logging of employment related skills is completed once a week throughout the unit of work. Various activities and/or assignments are logged and log sheets are filed in the logbook.
MODEL 3	Unit of work is taught to students. Careers adviser manages the logging of employment related skills of selected lessons/subjects in careers lessons.
MODEL 4	The school timetables a *School To Work* week, once a term. Employment related skills are logged in each lesson for the duration of that week.

2.2.5 Teacher examples: Logging employment related skills in the classroom

PDHPE Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing PDHPE Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Outcome 5.8: A student critically analyses health information, products and services to promote health.

Employment Related Skills ☑

☐ Self-management	☐ Initiative and enterprise	☐ Learning	☑ Communication	☐ Cross-cultural understanding
☑ Teamwork	☐ Planning and organising	☐ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Teamwork*

- *work in small groups to research local health and support services*
- *develop and present strategies as a group to encourage young people to access appropriate health services*

Skill: *Technology*

- *utilise Internet technology to access a variety of health and support service information*
- *analyse the accuracy of Internet-based health information*
- *identify the features of an accurate, useful and reputable Internet health resource*

Skill: *Communication*

- *make a short oral presentation explaining a strategy that encourages young people to access appropriate health services*
- *analyse health advertisements in a variety of media styles, and develop a quality example*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students analyse and are able to identify quality health resources and support services that are appropriate to various groups within the community.*

PDHPE Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing PDHPE Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

H2: A student analyses and explains the health status of Australians in terms of current trends and groups most at risk.

H3: A student analyses the determinants of health and health inequities.

Employment Related Skills ☑

☐ Self-management	☐ Initiative and enterprise	☐ Learning	☑ Communication	☑ Cross-cultural understanding
☐ Teamwork	☐ Planning and organising	☑ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Problem solving*

- *interpret a range of epidemiological data (graphs, charts) to identify trends in health status*
- *suggest reasons why particular trends have occurred in specific population groups*

Skill: *Technology*

- *utilise Australian Institute of Health and Welfare website to gain current information on health trends in Australia*
- *use basic health measurement equipment (eg heart rate monitor, sphygmomanometer) to gain data on some common health indicators*

Skill: *Cross-cultural understanding*

- *recognise the specific health issues facing specific population groups*
- *discuss and apply the principles of social justice to Australian health inequities*
- *identify specific social determinants that have contributed to inequities in health status for Australian Aboriginal communities*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students utilised Internet technology to gather current data. They interpreted data, and analysed and discussed the health inequities for specific groups within the population.*

2.2.6 Teacher activity: Logging employment related skills in the classroom

Using the examples provided in this section:

1. Identify an activity, topic, assignment or unit of work you teach to your students
2. Of the nine employment related skills, tick the ones that you feel students have demonstrated in this activity/topic/assignment/unit
3. Choose three of these skills and describe how each skill has been demonstrated (refer to 5.1 *Employment related skills and their elements*)
4. Reflect on students' learning and identify an area of success, of further improvement or further research that you feel students can document.

This is the process that students undertake in documenting their employment related skills in their *Employment Related Skills Logbook.*

Classroom Activity, Topic, Assignment or Unit				
Employment Related Skills ☑				
☐ Self-management	☐ Initiative and enterprise	☐ Learning	☐ Communication	☐ Cross-cultural understanding
☐ Teamwork	☐ Planning and organising	☐ Problem solving	☐ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: _____ Skill: _____ Skill: _____				
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☐ areas of success	☐ areas for improvement	☐ further research		

3. Student Vocational Learning Activities

"Vocational learning is general learning that has a vocational perspective. It includes elements such as general employability skills, enterprise education, career education and community and work-based learning. All students should experience vocational learning at each year level throughout their schooling."

MCEETYA framework for vocational education and training in schools - policy directions (2001)

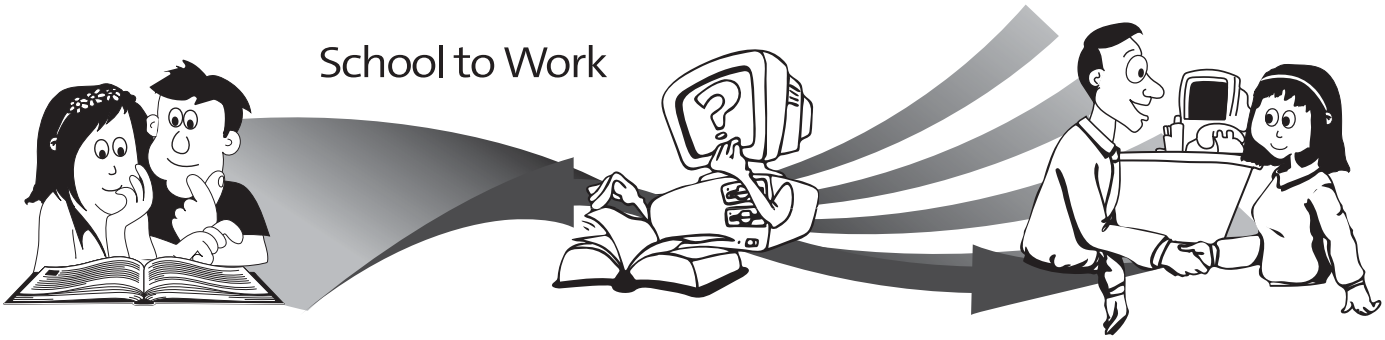
3.1 PDHPE student activities

Vocational learning is every teacher's business and it should be integrated into everyday teaching and learning. Effective teaching and learning is enhanced by providing access to environments within and beyond the classroom which link student learning to personal, social and work contexts. Students need to have an understanding of the work environment, career options and career pathways, life-long learning and how their employment related skills support both career and life pursuits.

The following pages provide student activities and a teaching unit to support you in incorporating vocational learning in your curriculum. This material has been developed by your colleagues as a starting point for you to create and develop other curriculum activities that support vocational and enterprise learning for your students.

For additional vocational learning activities, please refer to the 2003 edition of *Vocational Learning in Personal Development, Health and Physical Education.*

3.1.1 Education and Training Pathways



COMPULSORY EDUCATION YEAR 10

HSC

General and Vocational courses
Vocational Education and Training courses include: TAFE VET and SCHOOL VET and School based part-time traineeships.

credit transfer

TAFE

Year 10 TAFE entry

UAI

UAI not as anticipated

No UAI

UAI not as anticipated

credit transfer

UAI as anticipated

credit transfer

University linked Course or College

Bridging course alternative entry course/program/ college with direct credit links

Private College

Certificate or Diploma

TAFE

Year 12 TAFE entry

Certificate or Diploma

Work plus on-the-job training

EG: Traineeship Apprenticeship or Cadetship

Certificate Diploma or Degree

credit transfer

credit transfer

credit transfer

University

University (Full fee paying)

University Degree

credit transfer

credit transfer

JOB

TRADE

ENTERPRISE

WORK

OFFICE

CAREER

PROFESSION

3.1.2 Education and Training Pathways

FOR A CAREER RELATING TO ***PDHPE***

Student Activity:

1. Go to the bottom of the page. Write in the name of an interesting job or career that relates to the field of Personal Development, Health and Physical Education.
2. Write your school subjects in the boxes provided.
3. Refer to the Education and Training Pathways sheet and do some research on courses that may lead to your chosen career.
4. Draw arrows from the subject boxes to map two pathways that lead to this career.
5. Fill in the shaded boxes with the information you find.

MY SCHOOL CERTIFICATE SUBJECTS

_____ _____

_____ _____

_____ _____

_____ _____

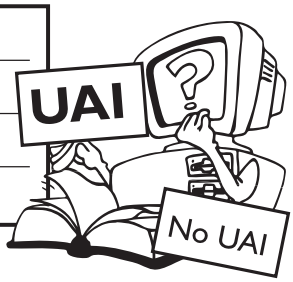
_____ _____

MY HSC COURSES

_____ _____

_____ _____

_____ _____



TAFE

Year 10 entry certificate

Course Name:

Campus:

Private College

Course Name:

College:

University linked Course or College

Course Name:

University linked to:

TAFE

Year 12 or equivalent entry

Course Name:

Campus:

Work plus on-the-job training

Industry:

Training Program:

University

Course Name:

University:

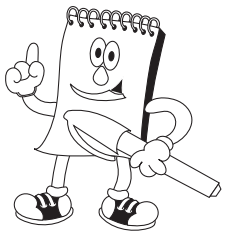
Approximate UAI range:

Prerequisites:

A job or career that sounds interesting to me:

As you can see, there is more than one way to get into any career

3.1.3 Researching careers in the Sport and Recreation industry

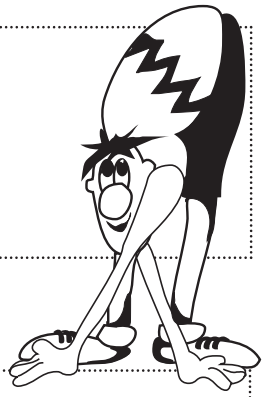


This activity is based around the *Jump To It CD-ROM*. This is an interactive, multimedia CD-ROM filled with information about careers in the Sport and Recreation industry. This resource is available from the Careers Adviser.

Students in small groups or individually, depending on computer access, navigate through the *Jump To It CD-ROM* and other resources that are available, such as the Job Guide (**www.jobguide.dest.gov.au**), and research the range of careers in the Sport and Recreation industry. Select one of the following industry sectors to research in detail:

Community recreation	Fitness	Outdoor

Investigate the following aspects of careers in this sector:



Types of jobs in this sector

Select one of the jobs listed above and complete the following:

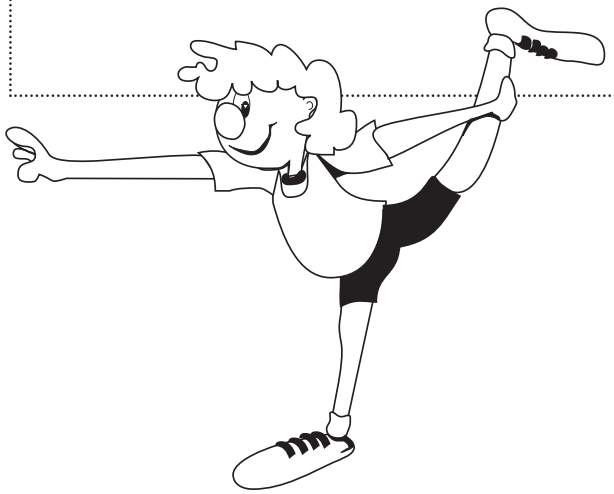
Roles and responsibilities

Qualifications required

Personal attributes required

Education and training opportunities

Skills developed



3.1.4 Get a job in the Sport and Recreation industry

Finding job advertisements

Use the following web sites to search for job opportunities in the Sport and Recreation industry. Alternatively, collect the careers sections from the weekend newspapers.

www.seek.com.au **www.careerone.com.au**

Use the NSW DEST Job Guide or **www.myfuture.edu.au** to find out more information about the positions advertised.

Evaluate up to four of the advertised positions by completing the following:

Position title and employer

Salary

Roles and responsibilities

Personal attributes required

Criteria to be addressed

Other considerations eg travel, working hours

Qualifications and experience required

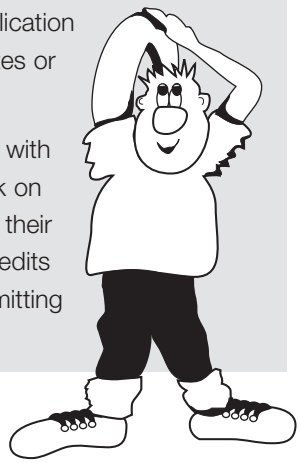
Resources to help develop job applications

Use the Career Resources section of **www.seek.com** website or **www.careerone.com.au** website to access a variety of templates that you can use to assist you in developing a résumé and job application for one of the above positions.

Applying for a position

Select one of the advertised positions you have researched. Develop a job application using one of the online templates or one of your own designs.

You can swap your application with a friend's and provide feedback on what they could do to improve their application. Review and make edits to your application before submitting to your teacher.



3.2 PDHPE teaching unit: Climbing the mountain of choices and surviving

Note: This unit of work has been adapted from the unit of work produced by Katrina Ferris and the PDHPE staff at Bathurst High School, as part of the *Australian Government Quality Teacher Programme Vocational Learning Project* in 2003.

PDHPE Learning Program

Unit Title: *Climbing the Mountain of Choices and Surviving*	**Year 10**	**Suggested Unit Length:** 10 lessons
Unit Overview: Students are provided with the opportunity to discuss, and analyse, a range of challenges and decisions that they may face as they progress through life. Students develop problem solving and resilience skills and learn to make informed decisions in relation to challenging situations that they may encounter. Students are exposed to a range of scenarios dealing with different forms of discrimination which illustrate the impact discrimination has on the individual and community. They will examine resilient behaviours and decide which are appropriate for different situations.		
Syllabus Outcomes: Students: **5.2** – evaluate their capacity to reflect on and respond positively to challenges. **5.16** – predict potential problems and develop, justify and evaluate solutions. **Contributing outcomes:** Students: **5.1** – analyse how they can support their own and others' sense of self. **5.3** – analyse factors that contribute to positive, inclusive and satisfying relationships. **5.11** – adapt and evaluate communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.	**Evidence of learning:** Students' verbal responses demonstrate an understanding of challenges and decisions which will have an impact on their lives. Responses demonstrate students' ability to recognise that challenges and changes can be created by others. Written content of the cartoon strips demonstrate an understanding of different ways of dealing with a range of discrimination situations. Verbal responses in discussion and written scripts indicate students' understanding of strategies that can be used to counteract discriminatory situations.	
Employment Related Skills: • Problem solving – develop and explore practical solutions, analyse and assess information and situations quickly • Cross-cultural understanding – show respect and concern for people and value everyone regardless of culture or status, identify how individuals and groups are interdependent on each other • Self-management – understand, and be able to use varying ways of managing stress and conflict • Communication – students participate in group and class discussions and role plays • Technology – students use the internet to undertake research on discrimination.		

3. Student Vocational Learning Activities

Learn About	Learn to	Teaching and learning experiences	Resources
Challenges and opportunities – during adolescence – positive life experiences during adolescence – responding to challenges	Analyse previous and predict future life challenges and identify opportunities for personal growth.	**Brainstorm and discussion** – students brainstorm life challenges of young people, e.g. making decisions in regards to subject choices, career paths and relationships with a variety of people. **Brainstorm** – identify challenging decisions that the students could encounter in the next couple of years. • Teacher Note: Encourage the students to think laterally – not just focus on the obvious career and school-based decisions. Things such as relationships, conflict scenarios, financial situation, drug choices. Record list on the butchers' paper under a column headed 'Challenges'. Draw a second column on the butcher's paper with a heading of 'Responses' and ask students to identify how people might respond to each of the challenges listed.	Butcher's paper Textas
Strengthening resiliency	Reflect on a past situation that has required change, identify difficulties encountered and personal characteristics and skills which assisted in dealing with this change.	**Brainstorm** – some of the skills students think will help them overcome these challenging situations. *Teacher Note:* It is important to draw information about these skills from these activities and examine how they are relevant to life situations. • Trust – essential when using support networks • Reliance on others – it is sometimes essential to use other people to help you achieve a goal • Communication is necessary for groups to work together effectively. • Teamwork – necessary for success. • Problem solving – what process did we follow to get the activities completed. **Discuss** that there are positive and negative ways to deal with the challenging situations eg cheating, alcohol/other drug use. Within discussion students can be alerted to the fact that they are not alone in the challenges they face. Students can identify support networks available eg: • Friends • Counsellors • Family • Teachers • Kids Help line • Websites e.g. beyond blue **Draw** a third column headed 'Skills' needed and ask students to list the skills or characteristics that helped them deal with each situation.	**http://beyondblue.org.au/ybblue/**

3. Student Vocational Learning Activities

Learn About	Learn to	Teaching and learning experiences	Resources
Strengthening resiliency – characteristics of resiliency – skills that enhance resilience eg problem solving – self-monitoring – maintaining a realistic perspective – attitudes to change		**Define resiliency** – students need to develop an understanding of this before they can explore their own experiences. **Beyond the Blue** – video with questions based on resilience. This will increase student's awareness of challenging situations. **Personal reflection** – students' recall experiences in their lives by completing a journal. They reflect on: • The factors that influenced their decisions • The possible consequences that may or may not have resulted • What alternatives were available in the circumstances • How they would behave if they found themselves in a similar situation • How they would react or respond in a similar situation if they were confronted with it again. • Students may volunteer to share their experiences. The purpose of the activity is personal reflection. ***Harvie Krumpet*** – Video: Great Academy Award winning movie – resilience. This activity is to be used as a springboard for the Mind Map.	Beyond the Blue video TV/Video Harvie Krumpet video TV/Video/DVD
	Examine case studies of people who have overcome adversity and identify their characteristics and qualities.	**Mind Map** – Construct a mind map of the skills that assist resiliency. Teacher note should include: • Problem solving • Communication • Trust • Anger management • Adaptability • Decision making skills • Positive outlook on situations – revisit Harvie Krumpet • Ability to access help – support networks Include additional activities from MindMatters Kit: *Enhancing Resilience 1 – Communication, changes and challenges and Enhancing Resilience 2* – Stress and coping to develop student understanding of the skills and characteristics that enhance resilience. *What does it feel like to be treated differently?*	Mind Matters Kit

Learn About	Learn to	Teaching and learning experiences	Resources
Discrimination – sources of discrimination – impact of discrimination on individuals and the community	Identify the various forms of discrimination specified in the Anti-Discrimination Act.	**Activity: Labelling people.** Students are given a label (placed on their backs which they do not see) and a task to do as a group. Students must treat each other based on their label with discussion following around the negative aspects of labelling people based on characteristics. Discussion: *What do you think your label says? Were you right?* *How were you treated?* *How did this treatment make you feel?* *Should people be labelled? Why?* *What are labels best used for?* **Internet research** Use fact sheets on discrimination to run jigsaw activity or small group research and presentation on the different types of discrimination identified in the ADA.	Labels are for Jam Jars **www.racismnoway.com.au**
	Explore the impact of discrimination and difference on marginalised groups.	**Cartoon strips** – discrimination scenarios. Students create discrimination scenarios based on above research to demonstrate feelings of person being discriminated against. The second part of the cartoon strips should show the way the discriminated person responds positively to the situation. (This task can be used by teachers to assess students achievement in relation to outcome 5.3)	**www.lawlink.nsw.gov.au/adb** Fact sheets on discrimination
Developing equal and respectful relationships – negotiation – conflict resolution – speaking up	Explore how appropriate use of personal power can contribute to positive relationships.	**Class Discussion** – Teacher Note: discuss the cartoon strips and the positive ways identified, also draw a comparison with the possible negative ways of dealing with the situations identified. **Discussion** – How can these situations affect the individual's health and wellbeing? Does it impact on the broader community? eg unemployment, depression, community involvement, isolation. • Identify the skills which demonstrated a higher level of resilience for example, anger management and support network identification and use **Role play** – students devise and perform role-play situations that require them to be assertive and take appropriate action to deal with challenging situations, particularly in relation to discrimination. Teacher Note: It may be beneficial to use sock/ruler puppets, as this makes the situations less confrontational for students.	

3. Student Vocational Learning Activities

Learn About	Learn to	Teaching and learning experiences	Resources
Strengthening resiliency – skills that enhance resilience – maintaining a realistic perspective		**Dear Dr … Letters** – a range of scenarios are identified by the students and are written to other members of the class posing as advice columnists. These scenarios can be based on either discrimination or challenge situations for students. Teacher Note: The advice columnists should be given some guidelines to use for answers. They must incorporate some resilience skills in their responses. Each student is required to: • Write a scenario • Respond to a scenario written by another student. These could be posted around room. **Discussion:** randomly select Dear Dr … Letters, read responses to class, ask for feedback. Teacher Note: This discussion should be used to reinforce the skills learned throughout the unit. It is important to revisit resilience skills and their importance and relevance in many situations in students' lives. ***Employment Related Skills Logbook*** • Students record employment related skills developed throughout this unit in their work skills logbook – some teacher guidance will be necessary. This should be completed as part of this unit of work.	*Employment Related Skills Logbook* *Vocational Learning in Personal Development, Health and Physical Education* booklet

4. Education and Training Pathways in PDHPE

4.1 Credit transfer arrangements

Credit transfer is the granting of advanced standing by institutions (either in the same or a different sector to the original institution) to students on the basis of previous study undertaken in another institution.

4.1.1 Credit transfer arrangements: HSC to TAFE NSW

Credit transfer arrangements negotiated between the NSW Board of Studies and TAFE NSW allows credit for study completed as part of the HSC.

To be eligible for credit transfer in a TAFE NSW course, students need to provide appropriate evidence of previous study or experiences at the time of enrolment. Credit is awarded depending on whether study and experience is relevant to a student's chosen TAFE NSW course.

Successful students will receive advanced standing into their chosen TAFE NSW course and complete fewer modules/units making it possible to achieve a TAFE NSW qualification faster.

Credit transfer does NOT give automatic entry into a TAFE NSW course.

Further information about credit transfer for HSC courses can be found at: **www.det.nsw.edu.au/hsctafe/new**

Note: VET Industry Curriculum Framework Courses (ICFs) are based on units of competency. Students who study VET ICFs need to speak with TAFE NSW enrolling officers for information about the amount of module credit available.

4.1.2 HSC PDHPE courses and credit transfer arrangements

Students who successfully complete the PDHPE courses listed below, and who meet the conditions for credit, are eligible to receive credit for specified modules/units in some TAFE NSW courses.

It is recommended that teachers check the website **www.det.nsw.edu.au/hsctafe** regularly as changes to courses and credit transfer arrangements between the HSC and TAFE NSW may occur.

The following information is correct at the time of publication (June 2005).

PDHPE has credit transfer arrangements with the following TAFE NSW courses:

- Aboriginal and Torres Strait Islander Health
- Aboriginal Access to Further Study
- Aboriginal Arts and Cultural Practices
- Aboriginal Community Services
- Aboriginal Education Assistants
- Access to Nursing
- Access to Work and Educational Opportunities
- Aged Care Work
- Agriculture
- Alcohol and Other Drugs Work
- Animal Studies
- Applied Science (Aviation)
- Aromatherapy
- Art Cultural Tourism
- Asset Maintenance
- Audiometry
- Beauty Services
- Beauty Therapy
- Business
- Business Administration
- Cablemaking
- Caravan Park Operations
- Caravan Park Supervision
- Career Access
- Career Education and Employment for Women (CEEW)

List continues overleaf.

4. Education and Training Pathways in PDHPE

- Children's Services
- Community Management
- Community Recreation
- Community Services
- Community Services Work
- Companion Animal Services
- Computer Applications for the Office
- Conservation and Land Management
- Costume
- Dental Assisting
- Dental Prosthetics
- Dental Technology
- Disability Work
- Engineering
- English Language Skills for Business Studies
- Environmental Monitoring and Technology
- Equine Massage Therapy
- Event Management
- English for Vocational Purposes
- Extractive Industries Operations
- Farriery
- Fishing Industry, Recreational Services
- Fitness
- Floristry
- Forest and Forest Products
- Foundation and Vocational Education
- Funeral Services
- General and Vocational Education (CGVE)
- Glass and Glazing
- Health Service Assistance
- Home and Community Care
- Horse Industry Management
- Horse Industry Practice
- Horticulture
- Hospitality
- Hospitality Management
- Make-Up Services
- Manufactured Mineral Products
- Marine Studies
- Massage
- Mental Health Work
- Music Industry
- Nail Technology
- Out of School Hours Care
- Outdoor Recreation
- Pathology Specimen Collection
- Plastics
- Polymer Technology
- Process Manufacturing
- Production Horticulture
- Pulp and Paper Manufacturing
- Pulp and Paper Services
- Racing
- Racing Administration
- Recreational Vehicle and Accessories Retailing
- Recreational Vehicle Manufacturing
- Recreational Vehicle Servicing
- Remedial Massage
- Retail Cosmetic Services
- Rubber
- Rural Operations
- Seafood Industry
- Security
- Sport
- Sport and Recreation
- Tourism
- Tourism Management
- Transport and Distribution
- Veterinary Nursing
- Water Industry Operations
- Wool Classing
- Wool Clip Preparation
- Work Skills
- Working with Families
- Youth Work.

4.1.3 *School Statement of Achievement* forms

Before a student can gain credit for some TAFE NSW course modules/units, a *Statement of Achievement* form is required. Listed below are the new HSC courses that require a signed *Statement of Achievement* form from the course teacher:

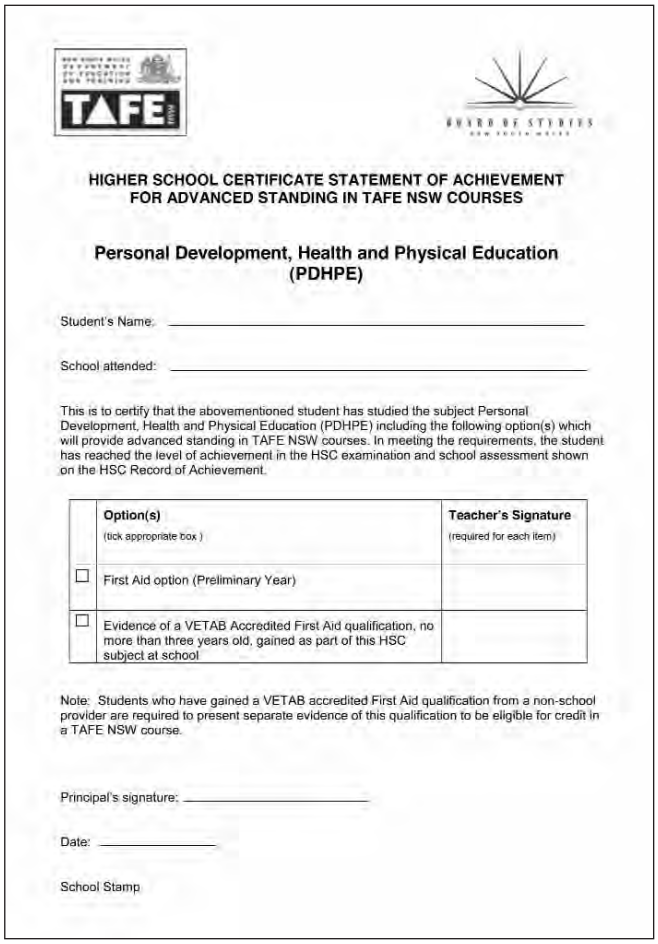
- Ceramics CEC
- English
- Industrial Technology
- Information Processes and Technology
- Marine Studies CEC
- Music
- Personal Development, Health and Physical Education
- Photography, Video and Digital Imaging CEC
- Software Design and Development.

All *Statement of Achievement* forms require the signature of the school principal and an official school stamp.

These statements can be downloaded from the TAFE NSW website:

www.det.nsw.edu.au/hsctafe/general/forms.htm

An example of a School *Statement of Achievement* form is shown on the right.



TAFE NSW

BOARD OF STUDIES NEW SOUTH WALES

HIGHER SCHOOL CERTIFICATE STATEMENT OF ACHIEVEMENT FOR ADVANCED STANDING IN TAFE NSW COURSES

Personal Development, Health and Physical Education (PDHPE)

Student's Name: _____

School attended: _____

This is to certify that the abovementioned student has studied the subject Personal Development, Health and Physical Education (PDHPE) including the following option(s) which will provide advanced standing in TAFE NSW courses. In meeting the requirements, the student has reached the level of achievement in the HSC examination and school assessment shown on the HSC Record of Achievement.

	Option(s) (tick appropriate box)	**Teacher's Signature** (required for each item)
☐	First Aid option (Preliminary Year)	
☐	Evidence of a VETAB Accredited First Aid qualification, no more than three years old, gained as part of this HSC subject at school	

Note: Students who have gained a VETAB accredited First Aid qualification from a non-school provider are required to present separate evidence of this qualification to be eligible for credit in a TAFE NSW course.

Principal's signature: _____

Date: _____

School Stamp

4.1.4 Credit transfer from TAFE NSW to university

Students who complete a TAFE NSW diploma or advanced diploma course can apply for an undergraduate university course and may receive credit for subjects in that university course. This may allow students to complete their degree sooner.

Universities have different entry requirements for each course. Entry requirements can vary between universities and between courses. Applicants are considered on a case-by-case basis. Students should contact the university they want to enter for information about specific arrangements.

Further information on credit agreements between TAFE NSW and universities and course information can be found at:

www.sit.nsw.edu.au/courses

www.avcc.edu.au
(Policies and Programs/Teaching and Learning/Credit Transfer/Links with VET)

Note: Students should contact the relevant TAFE NSW institution for credit arrangements with universities and also check the university faculty/school handbook and website for current arrangements and requirements.

Listed below are ***some examples of credit arrangements***. They are a guide only to help teachers and students understand pathway planning options.

TAFE NSW Course (Sydney Institute)	University	Degree Course	Credit Arrangement
Diploma in Remedial Massage	Charles Sturt	Bachelor of Health Science (Complementary Medicine)	18, 8-credit point package
Diploma in Youth Work	Charles Sturt	Bachelor of Social Science (Social Welfare)	96 specified credits
	Western Sydney – UWS	Bachelor of Youth Work	2 years of a 3 year course
Certificate IV in Nursing	Australian Catholic University – ACU National	Bachelor of Nursing	Credit of 16.6% – 33.3% of degree course
	University of Technology Sydney – UTS	Bachelor of Nursing	Credit of 16.6% – 33.3% of degree course

4.2 Traineeships and apprenticeships

Traineeships and apprenticeships are jobs that combine paid work with formal training in a specific industry/occupation.

Apprenticeships and traineeships are available in most industries including:

- Arts and Entertainment
- Mining
- Automotive
- Primary Industries
- Building and Construction
- Process Manufacturing
- Community Services and Health
- Public Sector
- Communications
- Retail and Wholesale
- Finance, Insurance and Business Services
- Sport and Recreation
- Food Industry
- Tourism and Hospitality
- Forest Industries
- Transport and Distribution
- Furnishing, Light Manufacturing, Textiles, Clothing and Footwear
- Utilities and Electrotechnology
- Manufacturing and Engineering.

Apprenticeships generally last four years and cover traditional trade areas including aircraft, automotive, boat building, bricklaying, cookery, drafting, electrical, electronic, floor covering, green keeping, hairdressing, plumbing, saddlery, sign writing, stone masonry and wood machining. There are more than 100 apprenticeship vocations available in NSW.

Traineeships are offered in over 600 vocations and have been introduced to provide employment and training opportunities in a broader range of industry areas. Traineeships are shorter than apprenticeships, usually 12 months fulltime.

Examples of traineeships that may be of interest to students of PDHPE include:

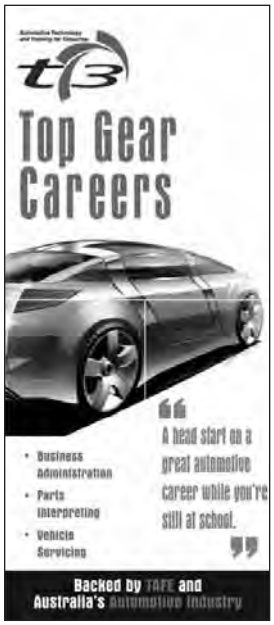
Sport and Recreation: Community Recreation, Fitness, Outdoor Recreation Sport – Athlete Support Services, Coaching, Development and Officiating.

Community Services and Health: Aged Care Nursing, Community Services, Correctional Practice, Health Services and Orthotic and Prosthetic Technology.

Public Service Industry: Education Support, Local Government, Public Services and Union Recruitment and Organising.

Tourism: Airline Operations, Tourism and Tourism Operations.

4.2.1 School Based Traineeships in NSW schools



School Based Traineeships provide students with increased opportunities to gain experience and qualifications in a particular industry while still at school.

Students are able to include a recognised VET qualification within their HSC and combine this with paid work.

Students successfully completing a School Based Traineeship receive:

- a nationally recognised VET qualification under the Australian Qualifications Framework
- Certificate of Proficiency
- credit toward the Higher School Certificate.

Generally, during Year 11 and 12, students spend the equivalent of three and a half days a week on their HSC program at school, one day a week in paid employment with their employer and a half day a week undertaking structured training either at school, TAFE or another registered training organisation.

- More information about current NSW traineeships and apprenticeships and School Based Traineeships in NSW schools can be found at the following website: **http://apprenticeship.det.nsw.edu.au/html/schavatrains.htm**
- The Commonwealth Government refers to all traineeships and apprenticeships as new apprenticeships. More information about new apprenticeships can be found at: **www.newapprenticeships.gov.au**
- Further information on School Based Traineeships is available from the Vocational Education in Schools Directorate website: **www.det.nsw.edu.au/vetinschools**

Over 50 traineeships are available for the School Based Traineeship Program. Industry areas include:

- Aeroskills
- Automotive (T3 – Vehicle Servicing, Parts and Accessories and Business)
- Business
- Electrotechnology
- Engineering
- Information Technology
- Retail (McDonald's and Big W)
- Property.

5. Vocational and Enterprise Learning Resources

5.1 Employment related skills and their elements

The employment related skills are as important as job-specific or technical skills. They are generic transferable skills. Students' development of these skills is integral to their ability to fulfil a successful life that incorporates education, work, relationships and recreational pursuits. The elements are the facets of the skills that will help teachers identify when students are demonstrating these skills. The depth and level at which students may demonstrate these skills will vary depending on the expectations of the activities undertaken and the age and experience of the student.

Employment Related Skills	Elements
Self-management – ability to take responsibility for setting and achieving personal goals	***Evidence of self-management can include a range of the following …*** • Setting goals and priorities that balance work and personal life • Monitoring and evaluating performance regarding personal goals • Building and maintaining a positive self-image to enhance confidence • Developing an eye for detail and being precise • Managing change by being flexible, open and responsive • Being proactive in career planning, time management and setting challenges • Managing various aspects of work and personal life, including health and fitness • Learning from mistakes and accepting feedback for continual improvement • Seeking out advice and support when required • Presenting in a manner suitable to the occasion • Developing competence in managing interpersonal and emotional relationships • Understanding, and being able to use, varying means for managing stress and conflict • Understanding the importance of managing time, and having preferred techniques for doing so • Understanding the importance of celebrating success and managing disappointment, and ways of handling these • Matching personal goals and capabilities to an undertaking • Knowing how to deal appropriately with persons in authority • Keeping a focus on the task and outcomes required • Dealing with people, problems and situations with honesty, integrity and personal ethics • Showing interest, initiative and effort • Being socially responsible and contributing to the community • Understanding the importance of reflecting and applying critical judgement • Carrying through an agreed responsibility • Accepting and providing feedback in a constructive and considerate manner.

Employment Related Skills	Elements
Initiative and enterprise – ability to seek/take advantage of opportunities	***Evidence of initiative and enterprise can include a range of the following …*** • Developing a strategic, creative, long term vision and actioning it • Identifying opportunities not obvious to others • Showing independence and initiative in identifying problems, generating a range of options and initiating innovative solutions • Exploring beyond existing boundaries to identify implications and learn from others • Understanding how society, government and business work, and the importance of active citizenship • Understanding what is meant by being enterprising, entrepreneurial and how to develop capacities for these • Understanding how to demonstrate initiative • Ability to manage risk and uncertainty • Willing to take risks and learn from mistakes.
Learning – ability to achieve new skills and/or knowledge	***Evidence of learning can include a range of the following …*** • Willingness to continuously learn and grow in a range of settings, taking into account preferred learning styles • Understanding one's own preferred learning style and working to develop other learning styles • Identifying and accessing learning sources and opportunities • Investing time and effort to acquire new knowledge and technology skills • Assessing personal strengths and areas for development • Exploring and understanding personal creative talents and how to make best use of them • Demonstrating personal and career oriented learning plans • Setting, managing and achieving learning goals • Using a range of mediums to learn – mentoring, peer support, networking, information technology (IT) • Being open to new ideas and techniques • Acknowledging the need to learn in order to accommodate change and build career paths • Being a member of and contributing to a learning community • Understanding the importance of learning new skills and acquiring new knowledge throughout life.

Employment Related Skills	Elements
Communication – ability to express and understand information	***Evidence of communication skills can include a range of the following …*** • Listening effectively and asking questions to understand and appreciate the points of view of others • Writing and speaking clearly, concisely, coherently and directly so others pay attention and understand • Reading and understanding information presented in a variety of forms (eg words, graphs, charts, diagrams) • Recognising the purpose of the communication and the needs of the audience • Sharing ideas and information using a range of information and communication technologies • Using relevant scientific, technical and mathematical knowledge and skills to explain or clarify ideas • Observing and recording data using appropriate methods, tools and technology • Having confidence in personal ideas and vision and being able to articulate these • Speaking and writing in languages other than English • Appreciating and understanding the role of non-verbal communication • Persuading and influencing others by inspiration, sensitivity and clarity • Establishing and using networks, both formal and informal.
Teamwork – ability to work effectively with others to get things done	**Evidence of teamwork can include a range of the following …** • Working as an individual and developing a rapport with others to form working relationships • Recognising and respecting the diversity, individual differences and perspectives of others • Understanding how to operate in a team • Understanding personal capacity for filling different team roles • Identifying the strengths of team members • Understanding how to assist others (eg coaching, mentoring and giving feedback) • Ensuring that the team's purpose and objectives are clear and establishing consensus on individual roles and responsibilities • Influencing, negotiating, collaborating, supervising, directing and motivating others to achieve a recognised objective (demonstrating leadership) • Managing and resolving conflict when appropriate and recognising the role of conflict in a group to identify issues and reach solutions • Understanding how to relate to other people in varying contexts, including those where they manage or are managed by others; and how to get things done • Respecting and being open to and supportive of the thoughts, opinions and contributions of others in a group.

Employment Related Skills	Elements
Planning and organising – ability to coordinate and prioritise tasks and resources	***Evidence of planning and organising can include a range of the following …*** • Developing a vision and a flexible pro-active plan to achieve it • Managing time and priorities – setting timelines, coordinating tasks for self and with others • Allocating people and appropriate tools and technology to tasks or a project • Being resourceful • Developing a range of techniques to locate, gather, assess and organise information using appropriate technology and information systems • Adapting resource allocations to cope with unexpected circumstances • Establishing clear project goals, deliverables and contingencies • Taking initiative and making decisions • Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • Collecting, analysing and organising information, using appropriate methods, tools and technology • Varying and adjusting one's approach or style according to situation demands • Making estimates and verifying calculations • Participating in continuous improvement and planning processes (monitoring and evaluating) • Evaluating the process and the product.
Problem solving – ability to identify problems and develop solutions	***Evidence of problem solving can include a range of the following …*** • Anticipating, identifying, clarifying and framing problems • Identifying the root cause/s of a problem • Developing and exploring practical solutions • Using mathematics including budgeting and financial management to solve problems • Testing assumptions taking the context of data and circumstances into account • Analysing and assessing information and situations quickly • Generating and using creative ideas and processes • Applying risk management • Seeking different points of view and evaluating them • Recognising the various dimensions of a problem (eg social, interpersonal, technical and environmental) • Deciding what needs to be measured or calculated • Readily using science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • Evaluating solutions to make recommendations or decisions • Implementing solutions, then monitoring and evaluating • Maintaining an open mind.

Employment Related Skills	Elements
Technology – ability to use appropriate technologies to complete tasks	***Evidence of technology skills can include a range of the following …*** • Managing and using technology for a purpose in a given context • Having a range of basic information technology skills • Using information technology to manage and organise data • Applying occupational health and safety knowledge and practice to the use of technology • Displaying manual dexterity/fine motor skills when using technology • Applying technology to achieve work and leisure solutions • Achieving competence in handling information and communications technology and understanding the underlying processes • Understanding the social and ethical implications of technology and critically evaluating them • Being aware of technical challenges and constraints and having a plan for solving them • Understanding the role of technology in leisure and work • Understanding the implications of technology for productivity and business competitiveness.
Cross-cultural understanding – ability to respect diversity and act without discrimination	***Evidence of cross-cultural understanding can include a range of the following …*** • Recognising, valuing and respecting cultural, religious, linguistic and community diversity in local, national and global contexts • Identifying opportunities to use diversity to achieve agreed outcomes • Working effectively with people of diverse cultural, religious and linguistic backgrounds • Demonstrating an appreciation of the rights and responsibilities of individuals, groups and organisations within local, national and global contexts • Identifying how individuals and groups are interdependent on each other • Demonstrating sensitivity when interacting with individuals and groups from diverse cultural, religious and linguistic backgrounds • Working with others to achieve common goals which reflect equity and social justice • Recognising Australia's Indigenous heritage and its political, social, economic and cultural relevance • Identifying and overcoming stereotypes in life and work.

Personal attributes Personal attributes contribute to overall employability. They are a set of non-skill-based behaviours, attitudes and characteristics that contribute to a person's ability to achieve a successful life.	**Enterprise Education Learning Framework**	
	Key Qualities The enterprising learner is …	**Enterprising Characteristics** The enterprising learner …
• **Loyalty** • **Commitment** • **Honesty and integrity** • **Empathy** • **Assertiveness** • **Trust** • **Enthusiasm** • **Reliability** • **Personal presentation** • **Common sense** • **Positive self-esteem** • **A sense of humour** • **A balanced attitude to work and home life** • **An ability to deal with pressure** • **Motivation** • **Adaptability** • **Flexibility** • **Resilience** • **Determination** • **Self-reliance** • **Flexibility** • **Engagement** • **Connectedness**	**Connected**	• takes action that links learning to the real-world • communicates effectively • participates in the community.
	Engaged	• makes a head and heart contribution • is task oriented and outcomes focused • applies understanding to move forward • manages resources and time effectively.
	Resilient	• takes advantage of opportunities • actively monitors and responds to feedback • maximises capability and responds appropriately to setbacks.
	Responsible	• takes responsibility for own actions • has a sense of self-worth and belonging.
	Ethical	• contributes to the development of community values • acts in accordance with agreed values.

5.1.1 Employment related skills mapping

The table below maps the employment related skills (2005) against the employment related skills used in the *Employment Related Skills Logbook* (2002-2004) and the *Key Competencies* addressed in all NSW syllabuses.

NSW Employment Related Skills for Years 9-12 (2005)	Previous NSW ERS for Years 9 & 10	Previous NSW ERS for Prelim & HSC	Mayer Key Competencies
Communication *Ability to express and understand information*	Communication	Communicating ideas and information Negotiating and influencing	Communicate ideas and information Using mathematical ideas and techniques
Planning and organising *Ability to coordinate and prioritise tasks and resources*		Planning and organising Collecting, organising and analysing information Recruiting and managing resources	Planning and organising activities Collecting, analysing and organising information Identifying, assessing and managing risks
Teamwork *Ability to work effectively with others to get things done*	Leadership	Working with others and in teams	Working with others and in teams
Technology *Ability to use appropriate technologies to complete tasks*	Technological Physical		Using technology
Problem solving *Ability to identify problems and develop solutions*	Numerical	Solving problems	Solving problems
Learning *Ability to achieve new skills and/or knowledge*			
Self-management *Ability to take responsibility for setting and achieving personal goals*	Social	Matching personal goals and capacities to undertakings Monitoring and evaluating Being flexible and dealing with change	
Initiative and enterprise *Ability to seek/take advantage of opportunities*	Creative Practical	Using initiative and drive Generating and using creative ideas and processes Generating, identifying and assessing opportunities	
Cross-cultural understanding *Ability to respect diversity and act without discrimination*			Cultural understanding

5.2 Vocational learning resources for teachers and students

The following resources may be helpful to teachers and students who research careers and courses. Teachers and students may collect and add additional resources to this list.

Handbooks

- The most recent NSW DEST Job Guide **www.jobguide.dest.gov.au**
- The most recent version of the NSW UAC Guide **www.uac.edu.au**
- The most recent version of the TAFE NSW HANDBOOK **www.tafensw.edu.au**
- The most recent version of the HSC/TAFE Credit Transfer Guide **www.det.nsw.edu.au/hsctafe**
- The careers section of the most recent local/state newspaper.

Note: Schools located near other states should explore interstate handbooks.

Booklets

- *Aboriginal Career Aspirations Program*, Board of Studies. Distributed to schools 2002
- *Making Choices* (Work Sheets and CD-ROM) Career Education Association of WA.

Multimedia

Resource Title	Description
Logging The Real Game in NSW Schools – CD-ROM	This CD-ROM has been developed for teachers to help students identify and record their employment related skills acquired through participation in *The Real Game.* This is achieved by connecting *The Real Game* with the *School to Work Employment Related Skills Logbook* and shows how these two resources complement each other. *Logging The Real Game in NSW Schools* includes a series of support materials provided on CD, which allows both students and teachers to reflect on the outcomes achieved.
Logging on to the Future – CD-ROM	This resource promotes the usefulness of the *Employment Related Skills Logbook* to students, teachers, parents and employers. It demonstrates how the documenting of vocational skills by students throughout their school years can support them in interviews and applications.
School to Work Training 2003 – Video	The presenter, Paul Baker from TMP Worldwide, provides current information about the changing nature of the workplace, trends in employment and how this impacts on society. He focuses on the skills and competencies that will be required in future workplaces and then demonstrates how schools can help equip students to be better placed to meet the new and emerging world.

5. Vocational and Enterprise Learning Resources

Resource Title	Description
JUMP TO IT: your guide to careers in the Sport and Recreation industry – CD-ROM	This resource covers the four sectors in the Sport and Recreation industry; community recreation, fitness, outdoor recreation and sport. It provides advice to students on steps they can take to research the Sport and Recreation industry and activities they can undertake to test their commitment and interest. A brief background to employment prospects and a profile on business people in the industry is supported by links to appropriate websites.
PowerUp – Your Career in Utilities and Electrotechnology – CD-ROM	This is an interactive, multimedia CD-ROM filled with information on today's Utilities and Electrotechnology industry opportunities. It profiles different workers in the industry and provides insight into their work and training. It incorporates video footage, sound and stills (graphics, photos), and text descriptions of the industry sectors being case studied, as well as links to other information, regarding employment opportunities and training.
WRAPS Careers: What Do You Want To Be? – Video	The aim of *WRAPS Careers: What Do You Want To Be?* is to provide careers advisers, VET teachers and students with information about careers in the Wholesale, Retail and Personal Services industries.
You Can Do I.T. ICT Careers Expo – Video	This video was filmed at the Information and Communication Technology (ICT) School to Work Information Day 2002. It provides Government school secondary students, careers advisers and parents with a range of available career and training options and current industry trends in the ICT field. The video also features interviews with students and ICT personnel in their workplace.
It's Your Business – DVD	This is a DVD resource for students who think that one day they might like to run their own business. It features: • video footage of four young people who are making it, working for themselves. They explain how they did it, the training they had and who helped them • an info bank with advice on how to get started, how to run a business and how to make it grow • quizzes to test individual suitability for business and the dos and don'ts.
Make It in Metal – CD-ROM	This CD-ROM provides information for people considering a career in the Metal Manufacturing and Engineering industry. It is suitable for use with students undertaking research or as a classroom resource. *Make It in Metal* allows students to meet young people in their workplaces, explore different industry pathways, test their knowledge about access to organisations and resources and learn about jobs.
Welcome To Hospitality – CD-ROM	This CD-ROM looks at a sample of the huge number of jobs that make up the hospitality industry, represented here by the hotel, motel, pubs, clubs and restaurant sectors.
Automotive Careers – CD-ROM	This CD-ROM resource provides information to students on a variety of automotive careers through text, video and still pictures. It is sectioned into the areas of Body Repairs, Mechanical Repairs, Sales and Careers.

Useful websites

www.curriculumsupport.nsw.edu.au/pdhpe
PDHPE homepage of the Curriculum K-12 Directorate. Contains links to resources suitable for teachers of PDHPE.

www.det.nsw.edu.au/vetinschools
The Vocational Education in Schools Directorate has developed this website for teachers, parents and students to provide information on and links to vocational education.

www.myfuture.edu.au
Australia's electronic career information service.

www.det.nsw.edu.au/vetinschools/schooltowork
Designed for teachers, this website supports the NSW Government's *School to Work Program.*

www.futurefinder.com.au
This website has a career interest test.

www.newapprenticeships.gov.au
A national website for traineeships and apprenticeships. This site contains the most up-to-date information on new apprenticeships including new apprenticeship centres in your region.

http://apprenticeship.det.nsw.edu.au
The Department of Education website lists up-to-date information and statistics on traineeships and apprenticeships in NSW.

www.seek.com.au
One of Australia's leading student and graduate employment and career resource websites, it contains over 35,000 jobs online. Do a 'quick job search' by typing 'health and physical education' as a keyword and discover a plethora of jobs available requiring PDHPE skills.

www.workplace.gov.au
'Australian Workplace' offers information on employment, workplace relations, Government assistance, jobs, careers, training and wages. It links to **www.jobsearch.gov.au/joboutlook** which contains occupational information such as job prospects and weekly earnings.

www.boardofstudies.nsw.edu.au
This website includes details of the Board of Studies PDHPE curriculum.

www.det.nsw.edu.au
The Department of Education and Training has a 'Training and Industry' link to BVET, Apprenticeships NSW, VETAB, industry programs, training market and new apprenticeship centres.

www.det.nsw.edu.au/vetinschools/jobsalive
The *Jobs Alive* website enables students to read about the career pathway of a profiled worker. The site contains a photo of each worker when they were in Year 10. This helps students better understand that these workers were once their age facing similar decision-making issues.

http://girlswork.det.nsw.edu.au
The site looks at some different jobs in the form of Work Profiles, shares stories of other young women in *Your Stories* and discusses the different paths you can take between education, training, work and careers in *Pathways*. It helps young women explore their options using a variety of material including e-cards, a quiz, news and lots of links.

http://boyzatwork.det.nsw.edu.au
This website explores the broad range of work and career options available to young men. The *Champions* section has interviews with successful young men, *Jobz 4 the Boyz* looks at a number of jobs and careers that young men may not have considered and *Steer Your Career* shows there is more than one way to get from education and training to work and a career. Young men can consider their education, training and employment options by exploring this website and engaging in the quiz, e-cards, news and lots of links.

www.tafensw.edu.au/nsit/nsijobsforthegirls
This website displays images of eight young women in their workplace. The website has a case study on each of the eight young women that details their path into their chosen career. Better jobs and better pay means confidence and financial independence. The website hopes to interest young women in studying courses that will give them the skills and qualifications they need to pursue their career.

5.2.1 *myfuture.edu.au*

The *myfuture* website is a unique, comprehensive, online career information exploration service which is useful for school students and young people making decisions about subject choice, vocational pathways and employment.

The website allows users to refine their career ideas and to explore the skills and qualifications necessary for their desired career path. Information on awards, scholarships and financial assistance for study is also provided to enable users to shape their educational future.

As young people plan their transition from study to work, further education and employment, they can use *myfuture* to explore their interests and acquired skills and discover a variety of relevant career options. Some of these options may be completely new to them. *myfuture* also has information about the labour market, employment conditions and income data for any region of interest throughout Australia.

The detailed occupation descriptions in *myfuture* are very popular with young people. Young people can be better prepared for the workforce knowing what skills are required and what responsibilities and income to expect in particular jobs and careers. This can directly benefit employers, as new employees will have a higher level of confidence that the job they select is right for them.

Enterprising young people interested in identifying business opportunities and wanting to find out more about setting up a small business are also supported on the *myfuture* website.

For teachers, this website complements vocational learning activities in the classroom and is an innovative technological tool for students to explore career options relating to the eight key learning areas. *The Employment Related Skills Logbook* also features an introductory task to the *myfuture* website in the Student section.

With *myfuture*, career planning and development goes beyond the traditional tasks of selecting an occupation, getting a job, progressing in a single occupational field and planning for retirement. Articles and activities in *myfuture* include life planning and emphasise self-awareness, life long learning, career self-management and lifestyle management. Now go to **www.myfuture.edu.au** and explore the possibilities for yourself.

myfuture
Australia's career information service
myfuture.edu.au

5.2.2 *The Real Game Series*

The Real Game series consists of five developmentally sequenced career development and life skills programs. Each program in *The Real Game* series is a stand-alone teaching and learning tool which addresses the *K-10 Curriculum Framework* broad learning outcome: *Students will understand the work environment and have the knowledge, skills and understandings to evaluate potential career options and pathways.* The programs also encourage contemporary assessment for learning practices, provide student personalised learning opportunities and support quality pedagogy.

Each program includes creative role-playing and simulated activities. As a result, students have fun as they learn about life as an adult, exploring life and work roles in the context of their own career development and life planning. The five programs include:

The Play Real Game	suitable for ages 8 – 10
The Make It Real Game	suitable for ages 10 – 12
The Real Game	suitable for ages 12 – 14
The Be Real Game	suitable for ages 14 – 16
The Get Real Game	suitable for ages 16 – 18

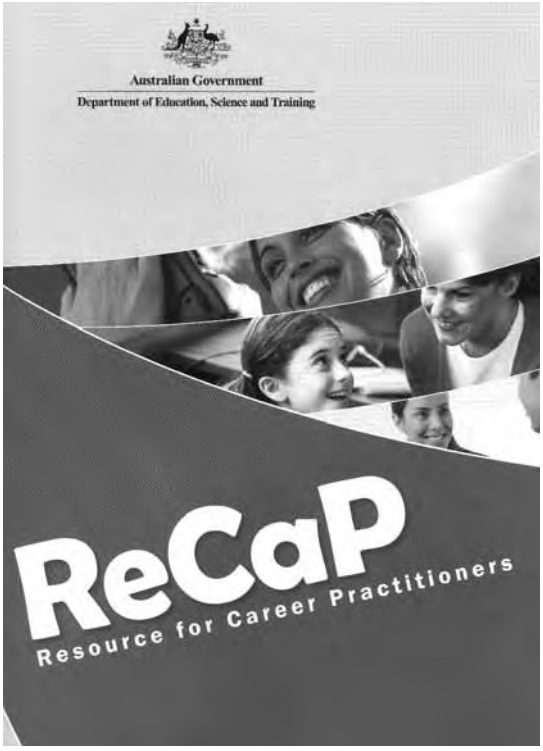
The Real Game series is underpinned by five internationally acknowledged career development themes known as the *High Five*, which have recently been incorporated into the draft prototype of the *Australian Blueprint for Career Development*. These principles are:

- **Focus on the journey**, not the destination
- Know yourself, believe in yourself and **follow your heart**
- You're not alone. **Access your allies**, and be a good ally
- **Change is constant**, and brings with it new opportunities
- **Learning is lifelong**, and it's good. We are most alive when we are learning.

A CD-ROM entitled *Logging the Real Game in NSW Schools* has been developed for teachers to help students identify and record their employment related skills acquired through participation in *The Real Game*. Other features of this resource include: *The Real Game* log sheet and the employment related skills certificate. The sessions and units of *The Real Game* have been mapped against the objectives and outcomes of Stage 4 NSW Board of Studies Commerce, English, Maths and PDHPE syllabuses to show how the program can address course delivery needs across a range of key learning areas.

To access the required teacher training or for more information on *The Real Game* series or *Logging the Real Game in NSW Schools*, contact your Vocational Education Consultant. For more general information about the series or to order products visit the Australian Real Game website: **http://realgame.dest.gov.au**

5.2.3 *Links to ReCaP*



ReCaP (Resource for Career Practitioners) is a quality teacher initiative under the *Australian Government Quality Teacher Program*. The resource provides careers advisers with information about current theories and policies relating to career development. It also provides the most up-to-date information about national programs, resources and materials, and has sections to enable users to include state, local and personal content. *ReCaP* was distributed to all NSW careers advisers in 2004.

The resource contains a series of student activities as black line masters for photocopying. A CD-ROM is also included with electronic versions of all worksheets that allow teachers to customise them to suit individual student needs. Worksheets can also be stored on a school's intranet.

The activities are aligned with the sections covered in the *Employment Related Skills Logbook* and would enhance students' entries and use of the logbook. The set of employment related skills outlined in *ReCaP* align with those listed in the logbook.

ReCaP can be downloaded from the following website: **www.dest.gov.au**

Home>Career Development>Publications & Resources>Publications A-Z>R>ReCaP:resource for career practitioners. Scroll down to Availability and click on HTML.

5.3 Enterprise resources and activities

For more information on enterprise activities and programs that students may wish to participate in, visit the websites listed below.

www.schools.nsw.edu.au/events/statecompetitions/webawards

The Department of Education and Training's Annual Schools Web Design Awards encourage teachers and students to become familiar with web design tools and to immerse themselves in communication technologies. Entering the awards is an excellent way of involving your school in these technologies. The competition is a fantastic way for students to create an educational resource for a world wide audience.

www.curriculumsupport.nsw.edu.au/technology/myda

The Minister's Young Designer Awards (MYDA) promotes innovative Stage 4 Design and Technology. The MYDA encourages students to look at the world around, to investigate products, systems and environments, and to design a successful solution in an area of interest to them. The awards are open to students in Years 7 and 8 in Government and non-Government schools in NSW, either as individual entries or as small group (maximum of six) entries. The challenge offered to students is to develop a project that meets a clearly identified need.

www.mindshop.com.au/mswebpage.nsf/pages/excellence

Mindshop Excellence is a five day work experience program aimed at Year 10 students. A team of six students will visit a host organisation. Facilitators will train students in business processes. Students will then be given a real workplace issue to solve over the course of the five days. The team will present their solution to management, staff, parents and teachers.

www.youth2youth.com.au

Youth 2 Youth run skill based workshops in school or outside school that equip young people with career, enterprise and business skills. They develop two free publications, *Frank* for young women and *Ignite* for all youth – they highlight opportunities, list contacts and provide inspiration for enterprising young people. The site provides youth information and hotlinks to many other sites.

www.anpf.cit.act.edu.au

Australian Network of Practice Firms. A practice firm is a virtual business set up and run by students with support from teachers and a mentor business partner. Practice firms trade in a virtual economy with other practice firms in the network and can attend and participate in trade fairs at a local, regional, state and national level.

www.takethechallenge.com.au

Energy Australia Red Cross Youth Challenge invites young people, their teachers and members of the community to take the challenge by finding a project that helps the community. Groups work together on a project gaining skills in project management, problem solving, research and communication. The site lists available projects or students can come up with their own.

www.sustainableliving.com.au

Sustainable Living Competition is an annual competition for high school students to undertake environmental projects in the classroom individually or by entire school communities. More than $30,000 in prizes.

www.yaa.org.au

Young Achievement Australia (YAA) offers two programs. Business Skills is aimed at Year 11 students. Groups of 20 to 25 students run their own business under the mentorship of a host organisation and take responsibility for all decisions. The program is run over 16 to 24 weeks generally outside school hours. Students can achieve a Certificate II in Business. Business Enterprise is for Years 8-10 students and introduces them to the world of business. Generally conducted in Commerce, Business or Work Education classes.

www.asx.com.au/sharegame

ASX Schools Sharemarket Game is available to students in Years 7-12. Students form a syndicate of two to four students. Each syndicate is provided with an imaginary $50,000 to invest in shares. This hands on experience of the share market will see you involved in internet "share trading" over a 10 week period.

www.austrade.gov.au/studentcentre

Austrade Export Plan Competition is a five week hands on unit where students study business with global potential. Students can apply business, economic and marketing theory and consider the global potential and small business opportunities in their own local area.

www.abw.org.au

Australian Business Week (ABW) offers students several programs. The in-school program is an intensive five day program (involving all Year 10 or 11) where groups of 10 students form a simulated company and assume the key roles of that company's employees. This culminates in the production and marketing of a product at a trade fair.

www.csiro.au/crest

CREST (Creativity in Science and Technology) provides students with a nationally accredited award for completing science or technology research projects. Projects are offered at different levels. Links are made with industry or community workers so students gain an understanding of the role of science and engineering in the community.

www.enya.org.au

The Enterprise Network for Young Australians (ENYA) promotes the active participation of young people (aged 15-30) in enterprise in an ethical and sustainable manner. It can assist them to set up their own enterprise by directing them to funding opportunities, mentors and training. ENYA has links to many other sites targeting youth.

www.govolunteer.com.au

Go Volunteer provides young people with all the information necessary if they are considering volunteering or seeking volunteer opportunities in their local area.

www.youthgas.com.au/about

Youthgas provides timely and accessible youth information/opportunities, a space for younger voices to be expressed and a place for people to share and learn about issues and concerns.

www.youngaustralians.org

The Foundation for Young Australians is committed to developing innovative initiatives that support and empower the lives of young Australians aged 12-25. They provide seed funding and help young people develop their ideas.

www.myownbusiness.org

My Own Business site is a free Internet business course on starting up and operating your own business. It offers resources, forum and chat, various courses and helpful information geared toward successful business.

www.highschoolstartups.com

High School Start Ups is designed to encourage enterprising young people. It provides useful information for students thinking about establishing their own business or a partnership business.

5.4 *Teachers in Business* – an opportunity for teachers

The Teachers in Business Program (TIB) provides teachers with work opportunities outside of school that will enhance their own industry/business experience and vocational learning. It will allow teachers to add value to curriculum delivery as they transfer the knowledge and skills learnt during the placement back into the classroom. It is also a means by which teachers can forge valuable links to industry for their school.

All teachers K-12 are eligible to apply for this program. Teacher relief is available to support teacher placements during school time. Teachers negotiate their placement with a suitable organisation or are 'matched' with the support of industry.

Teachers need to clearly outline how the placement will enhance their teaching. Examples include:

- Project management for leadership roles
- Business organisation
- Career pathways in a business or industry
- Examining new and emerging technologies in a specific industry area
- Event management that will assist in planning school or local events
- Examining ways in which industry and school can work together
- Examining services available to students when they leave school
- Investigating a range of support services for students with special needs
- Working with practice firm business mentor.

Teachers will be required to share their learning with others at the school, local or regional level.

Contact your local Vocational Education Consultant for the Guidelines and Application form.

Notes